

South Dakota Accountability and Monitoring

School Review Meeting

March 14, 2018

Roles in the Review Process

- Education Specialists
 - Team Lead – Organize, review and develop Corrective Action Plan “CAP”
 - Team Member – conduct file reviews and/or interviews & assist team lead
- April Hodges– Accountability and Monitoring Program Specialist – Office of Special Education Programs
 - Oversee the Accountability Process
 - Review and approve Corrective Action Plans
 - Email and mail Corrective Action Plan to the District

District Special Education Director's Role

- Notify your special education staff
- Make copies of all the IEP cover sheets that will verify the most recent Child Count.
- Create a list that contains each staff member with the initial evaluation and re-evaluations completed by them for the recent school year.

Purpose of the Review

- The primary focus of the department's monitoring activities shall be on:
 1. Improving educational results and functional outcomes for all children with disabilities; and
 2. Ensuring that states meet the program requirements under Part B of the IDEA, with particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

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Which Districts are Reviewed?

- SEP developed a new 5-year review schedule to be implemented beginning 2018-2019*
- Districts/agencies can also be reviewed for the following reasons:
 1. Complaint or Due Process in the past year.
 2. If the district applied for Extraordinary Cost Fund and the Department has deemed it necessary to follow-up.

Process Overview

- Announcement Letter
- Pre-site Activities
- On-Site Activities
- Corrective Action Plan
- Closing the File

Announcement Letter

- An announcement letter will be sent in the spring to each district/agency indicating they will receive an on-site or off-site visit during the upcoming school year.

Pre-Site Activities

Pre-site Activities

- Team Leader – sends an email to make initial contact with the District Superintendent and Special Education Director at least 6 weeks prior to the review
 - At this point the district's primary contact person will be established.
- Schedule Letter – delivered through email and hard copy
 - Provides the on-site review date(s)
 - Schedule of the Review Day(s)
 - Identifies the Review Team Members

Child Count Validation

- The team leader will validate the December child count.
- A copy of the front page of each IEP in effect at the current December child count will need to be provided to the team lead.

State Certified Staff

- Highly Qualified Terminology has changed
- The team lead will review the certification and job duties of district staff.

Transition

- The district will receive a letter stating the number of transition files per disability category needed for the review.

Comprehensive Plans

- Prior to the on-site review, the district will submit the most updated comprehensive plan to the team lead for review.
- **Local education agency comprehensive plans -- Contents.**
Each local education agency must have a current comprehensive plan approved by the school board on file with the district superintendent or designee. Documentation supporting the implementation of the local school district's comprehensive plan shall be maintained by the district for review by Special Education Programs staff during onsite monitoring visits. Districts shall update comprehensive plans consistent with § 24:05:21:01.02 and recertify their content annually.

On-Site Activities

Entrance Activities

- Entrance Conference
 - District administration decides who to invite to the entrance conference. All participants are welcome.
 - Introduction and Overview of the day
- The review team will meet before getting started with district staff.

Staff Interviews

- Interviews will be conducted with administration and general education teachers. Currently reconsidering how this is done.
- The team leader will meet with the Special Education Director to review the district's policies, procedures, and practices.

File Reviews

- Student files from the most recent child count must be available to the review team.
- All Special Education Teachers, Early Childhood Educators, and Speech Pathologists are reviewed.
- Every teacher will have at least one file reviewed.

File Reviews

- The team leader will select student files to be reviewed based on the Special Education Teacher's caseload and a representative sample of Disability Categories.
- Technical assistance will be provided to the special education staff through the file review process.
- If any documentation needed by the team is not available in the files reviewed, additional files will be selected.

Indicator 13- -Transition

- A representative sample of all disability categories will help determine how many files will be chosen for review.
- The team will look at a minimum of 2 files per teacher of transition age.

State/District Assessment Accommodations

- While completing the file reviews, the team will also be looking at accommodations that are provided during the State/District assessments.

Exit Activities

- The Review Team will meet to compile the information gathered.
- Exit Conference
 - The team will meet with the staff to review the findings.
 - The final determinations of non-compliance will be made by Special Education Programs.
 - Participation in the exit conference will be decided by the district administrations. We welcome all participants.

Corrective Action Plan - CAP

Final Report

- OSEP Memo 09-02 identified two federal requirements:
 - Prong 1
 - Fix the file in which non-compliance was identified.
 - If required, participate in Technical Assistance or training
 - Prong 2
 - The district will provide additional documentation as evidence of continued correction of non-compliance.

CAP Timeline

- A copy of the Accountability Report will be sent as an email and a hard copy.
 - Prong 1 (60 days timeline starts from report date)
 - Individual files requiring immediate correction
 - Prong 2 (1 year timeline starts from report date)
 - Additional IEP documentation and/or update policy, procedure, and practice.

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Note: if not completed in a timely manner, sanctions could be applied.

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CAP Reports

- Public Report
 - Lists the ARSDs that are in non-compliance
 - Posted to the State website
- District Report
 - Prong 1
 - Student/ Teacher Name
 - Specific non-compliance issue
 - What documents needed to be submitted
 - Prong 2
 - Requirements to show continues compliance

Corrective Action Process

- The team leader will provide technical assistance to the district throughout the corrective action phases.
- Appealing the CAP
 - If the district feels an error was made, please put your appeal in writing along with the reasons why and submit to april.hodges@state.sd.us for review.

Closing the File

- When all of the Prong 1 and 2 corrections are finalized, the team lead will notify the State Special Education Programs office.
- A letter stating that all items of non-compliance have been met and the closed CAP will be sent to the superintendent and special education director.

Common Issues Found During Reviews

PPWN – Consent to Evaluate

- The school district shall provide notice to the parent that describes any evaluation procedures the district proposes or refuses to conduct.
- The school district shall administer all evaluations needed based on suspected disability category and concerns team has in order to have comprehensive evaluation to make eligibility determinations.

Documentation of eligibility for Specific Learning Disabilities

- The documentation shall include a statement of:
 - Whether the child has a specific learning disability
 - The relevant behavior – an observation of that child and the relationship of that behavior to child's academic functioning
 - Educationally relevant medical findings, if any

PPWN-Content

- **Content of notice.** The notice must include the following:
 - A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the IEP team considered and the reasons why those options were rejected;
 - A description of each evaluation procedure, assessment, record, or report that the district uses as a basis for the proposal or refusal;
 - A description of any other factors which are relevant to the district's proposal or refusal

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Resources

- <http://doe.sd.gov/oess/sped.aspx>
 - Special Education Page
- <http://doe.sd.gov/oess/sped-accountability.aspx>
 - File Review Form
 - Interviews
- <http://doe.sd.gov/oess/sped-IEP.aspx>
 - IEP Forms
 - Eligibility Documents

Questions?

Contact Information

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Special Education Programs

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